

**Education and Workforce Development Cabinet**

**Kentucky Board of Education**

**Department of Education**

**(New Administrative Regulation)**

**704 KAR 3:550. Statewide Teacher and Principal Professional Growth and Effectiveness System.**

RELATES TO: KRS 156.557

STATUTORY AUTHORITY: KRS 156.070, 156.557(3) (c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.070 (1) gives the Kentucky Board of Education management and control of the common schools and all programs operated in these schools. KRS 156.557(3) (c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. The goal of Kentucky's Professional Growth and Effectiveness System is to embody a philosophy of continuous instructional improvement by providing meaningful, timely and credible feedback that supports the professional growth of teachers and improves the performance of teachers and principals. This administrative regulation establishes the components of the Statewide Teacher and Principal Professional Growth and Effectiveness System.

Section 1. Definitions. (1) "Accomplished Performance Level" means behaviors that consistently meet expectations for high quality performance.

(2) “Artifact to support multiple measures” means a natural by-product created through the process of teaching and learning, which verifies the degree of accomplishment related to performance descriptors.

(3) “Developing Performance Level” means behavior that meets expectations for high quality performance most of the time.

(4) “Evidence to support multiple measures” means documents or demonstrations that indicate proof of a particular level of performance.

(5) “Exemplary” means behavior that consistently exceeds expectations for high quality performance.

(6) “Formative evaluation” means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee’s professional growth and performance.

(7) “Ineffective” means behavior that consistently fails to meet expectations for acceptable performance.

(8) “Instruction domain for principals” means the promotion of the success of every student by supporting research-based instructional practices, strategies and technologies, and when the principal facilitates a rigorous and coherent curriculum by monitoring the development, designed and assessment of instruction which engages all students.

(9) “Instruction domain for teachers” means the demonstration of understanding of current standards and principles by incorporating effective practices, strategies and technologies that support student learning, and when the teacher designs and implements instruction that meets the needs of all diverse learners.

(10) “Leadership and Professionalism domain for principals” means the provision of professional and ethical leadership within the school and the responsibility for professional

growth and student academic success, when the principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.

(11) "Leadership and Professionalism domain for teachers" means the provision of professional leadership within the classroom, school and community, and the responsibility for professional growth and student academic success while working collaboratively through professional learning experiences in the pursuit of professional excellence.

(12) "Learning Climate domain for principals" means the creation of a safe, supportive, respectful, and engaging learning environment where students and staff have the opportunity to build positive relationships while growing and learning according to his/her individual needs.

(13) "Learning Climate domain for teachers" means the creation of a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.

(14) "Observation as a multiple measure" means the process of an evaluator observing another's professional practice and providing documentation and feedback about that practice.

(15) "Parent Voice as a multiple measure" means parent feedback around teacher and principal performance.

(16) "Peer Observation as a multiple measure" means the process of a peer observing another's professional practice and providing supportive and constructive feedback.

(17) "Performance Descriptors" means statements that describe performance in the four (4) performance levels.

(18) "Performance levels" means the level of effectiveness demonstrated. The four performance levels are Exemplary, Accomplished, Developing and Ineffective.

(19) “Principal” means an administrator who devotes the majority of his employed time to service in a position for which Instructional Leadership - School Principal certification is required by the Education Professional Standards Board in 16 KAR 6:030 or KRS 161.027(6).

(20) “Professional Growth as a multiple measure” means documented experiences that develop an educator’s skills, knowledge, expertise, and other characteristics.

(21) “Self Reflection as a multiple measure” means critical self-examination of practice on a regular basis to deepen knowledge, expand repertoire of skills and incorporate findings to improve practice.

(22) “Student Progress domain for principals” means the contribution to student academic growth and overall school success.

(23) “Student Progress domain for teachers” means the contribution to student academic growth and overall school success growth as evidenced by objective measures.

(24) “Student progress as a multiple measure for principals” means ongoing collections of professional practice reflective of student achievement and increased college and career readiness for students throughout the school.

(25) “Student progress as a multiple measure for teachers” means the change in achievement of students assigned to a teacher between two or more points in time, are rigorous and comparable across classrooms for all teachers and for grades in which Kentucky administers summative assessments in reading and mathematics, student progress data must include measures of student progress on the state assessments under section 111(b)(3) of the Elementary and Secondary Education Act.

(26) “Student voice as a multiple measure” means student feedback around teacher and principal performance.

(27) “Summative evaluation” means the summary of, and conclusion from, the evaluation including formative evaluation data, that occur at the end of an evaluation cycle; and include a conference between the evaluator and the evaluated teacher or principal, and a written evaluation report.

(28) “Teacher” means a certified staff person who directly instructs students.

(29) “Teacher and Principal Professional Growth and Effectiveness Evaluation System” means a weighted system that is designed to support student achievement and professional growth through the domains of instruction, learning climate, leadership and professionalism and student progress. The system includes multiple measures and four performance levels. Regular evaluations shall occur including both formative and summative evaluations.

Section 2. Beginning with the 2014-2015 academic year, teachers and principals shall be supported in their professional growth and effectiveness by being evaluated using the statewide teacher and principal professional growth and effectiveness system.

Section 3. (1) The Statewide Teacher and Principal Growth and Effectiveness System shall consist of four domains. The domains shall be:

(a) Instruction;

(b) Learning Climate;

(c) Leadership and Professionalism; and

(d) Student Progress.

(2) Each domain for teachers shall contain the following standards:

(a) Demonstrate content knowledge and research-based practices and strategies appropriate to student learning;

(b) Plans formative and summative assessments to guide instruction and measure student growth toward college and career readiness standards;

(c) Develops and communicates student friendly learning targets that lead to mastery of national, state and local standards;

(d) Designs and implements instructional plans that are data-informed and that addresses the diverse learning needs of students;

(e) Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences;

(f) Establishes a positive, respectful, and safe learning environment where individual needs and risk taking are valued;

(g) Communicates high expectations for all students;

(h) Uses time, space, and resources effectively and ensures equitable access to all resources for all learners;

(i) Engages in professional and leadership activities that enhance personal growth, student learning and the professional environment of the school;

(j) Designs, implements and revises a professional growth plan that addresses data-informed priorities and results in improving instruction and learning;

(k) Collaborates with colleagues, parents, and others to enhance student learning; and

(l) Contributes to overall school success and the academic growth of all students, regardless of demographics.

Section 4. (1) Each domain for principals shall contain the following standards:

(a) Create a comprehensive, rigorous, and coherent curricular program;

(b) Create a motivating learning environment, personalized for all students;

(c) Develop and utilize assessment and accountability systems to monitor student progress;

- 1 (d) Maximize teacher and organizational time focused on supporting quality instruction and
- 2 student learning;
- 3 (e) Promote the use of the most effective and appropriate technologies to support teaching and
- 4 learning;
- 5 (f) Collaboratively develop and implement a shared vision and mission emphasizing a culture of
- 6 collaboration, trust, learning, and high expectations;
- 7 (g) Promote and protect the welfare and safety of students and staff;
- 8 (h) Promote understanding, appreciation, and use of the community's diverse cultural, social, and
- 9 intellectual resources through sustained positive relationships with families, and community
- 10 partners;
- 11 (i) Ensure each student's academic and social success by collecting and using an approved
- 12 working conditions survey to identify goals, assess organizational and teacher effectiveness and
- 13 promote organizational learning;
- 14 (j) Develop the capacity for distributive leadership in instructional and organizational operations;
- 15 (k) Create, implement, monitor, and revise plans to promote continuous improvement toward
- 16 school goals;
- 17 (l) Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;
- 18 (m) Promote the success of every student by acting with integrity, fairness, and in an ethical
- 19 manner;
- 20 (n) Promote the success of every student by understanding, responding to, and influencing the
- 21 political, social, economic, legal, and cultural context; and
- 22 (o) Impact academic growth of all students regardless of demographics, contributing to overall
- 23 school success.

Section 5. (1) The statewide teacher and principal growth and effectiveness system shall have four (4) performance levels. The performance levels shall be:

- (a) Exemplary;
- (b) Accomplished;
- (c) Developing; and
- (d) Ineffective

(2) Descriptors within each performance level shall be used holistically to determine summative performance ratings for teachers and principals.

Section 6. (1) The multiple measures used in the statewide evaluation system for teachers and principals shall include, but not be limited to:

- (a) Student Progress,
- (b) Student Voice,
- (c) Parent Voice,
- (d) Professional Growth,
- (e) Self- Reflection,
- (f) Peer Observation, and
- (g) Observation.

(2) Student progress, both state assessment data, if available, and formative growth measures that are rigorous and comparable across schools in an LEA, shall be a significant factor in determining the effectiveness of a teacher and principal.

(3) A teacher or principal's rating shall not be determined by one single measure.

(4) Artifacts and evidence shall be used to support the multiple measures.

Section 7: (1) Each district shall have a local evaluation appeals panel.



(2) For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

(1) Right to a hearing as to every appeal;

(2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and

(3) Right to presence of evaluatee's chosen representative.

Section 8. (1) A teacher or principal who feels that the local district is not properly implementing the Statewide Teacher and Principal Professional Growth and Effectiveness System shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.